

## LEARNING TOGETHER ABOUT INTERACTIVE AND DIALOGIC READING

<b>Purpose</b>	Administrators and professional development personnel can use this tool to structure staff meetings that examine the school's current reading practices as they connect to interactive and dialogic reading recommendations.
<b>Materials</b>	Laptop with internet connection and projector
<b>Media</b>	<p><i>Interactive and Dialogic Reading in Preschool</i>, multimedia overview explaining the importance of interactive and dialogic reading to children's language development and offering suggestions for implementation. (9:30)</p> <p><i>Implementing Dialogic Reading</i>, expert interview with Christopher Lonigan, Ph.D. Dr. Lonigan explains the key features and techniques of dialogic reading. (8:16)</p>
<b>Topic</b>	Preschool Language and Literacy
<b>Practice</b>	Use Interactive and Dialogic Reading

## Learning Together About Interactive and Dialogic Reading

Schedule a staff meeting to watch and discuss the multimedia overview, *Interactive and Dialogic Reading in Preschool*, and the short interview with expert Chris Lonigan discussing the implementation of dialogic reading in the preschool classroom. Follow up with a staff development session(s) to learn more about and practice the questions and prompts used in the dialogic reading approach.

### Using Interactive and Dialogic Reading Techniques:

Clarify the team's understanding of interactive and dialogic reading.

- Does your staff use explicit interactive or dialogic reading strategies to engage children in conversations about a book and expand child responses in a meaningful context?
- Does your staff have the knowledge base necessary to plan dialogic reading lessons?
- Does staff understand the different stages of dialogic reading and use appropriate types of questions for each stage?
- Does staff follow the PEER sequence and use the CROWD questioning techniques to assess and scaffold learning through a gradual progression of prompts to support children's vocabulary and language development?
- Has your teaching staff been trained in selecting books for dialogic reading, such as books with large narrative print, a limited number of words per page, and illustrations?
- Are regular, adult-mediated reading sessions for 10-15 minutes conducted several days a week in your classrooms?
- How do you monitor children's progress in developing vocabulary, comprehension, and other oral language skills?
- If you need assistance with planning dialogic reading lessons, you can get some ideas from the related *See How It Work* materials.

### Coaching Teachers:

The multimedia overview highlights the importance of providing on-site and ongoing coaching support to teachers in interactive and dialogic reading.

- How do you help teachers learn a new practice or improve current instruction?
- Do you train your teaching staff in dialogic reading techniques and observe frequently to ensure fidelity to the practice?
- What type of teacher supports do you offer on- or off-site?
- Reflect on the role of your coaches and professional development providers.

- Do coaches model dialogic reading instruction in the classroom?
- Are teachers given opportunities to practice what they have learned?
- How often are teacher observations conducted?
- Do you provide feedback to help teachers internalize new knowledge, plan lessons, and implement teaching strategies?
- If you don't provide coaching or want to improve your coaching program, the related video and audio interviews found on the *See How it Works* page can help you.